

## The Implementation of Authentic Assessment in the Literary Subjects: A Pedagogical Perspective

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**Abstract:** By applying qualitative approach, this research is aimed at analyzing and describing the planning, processes and evaluation of the implementation of *authentic assessment* which is carried out comprehensively regarding the whole activity of learning, including the processes and products of the study so that the students' activities get appraisal. The authentic assessment demands that the students participate in the real and concrete situation and meaningful. The results of the analysis of the data indicate that the literary subjects, that is the topic of this study, are not yet delivered coherently with the aspects and principles of authentic assessment. It is found that most of the literary subjects are presented and evaluated without being made in line with the scientific and systematic study about the nature and application of authentic assessment. Furthermore, with focus on the studies to all aspects of the implementation of *authentic assessment* on learning literary subjects, the results of this study contribute to the development of science and theory that are applicable to the teaching and learning of literary subjects. In other words, there is a substantial need to apply the concepts and scientific principles of the implementation of authentic assessment in the teaching and learning of all literary subjects with full consideration being given on the appropriate and comprehensive lesson plan.

**Keywords:** Authentic assessment, literary subject, pedagogic implication.

## INTRODUCTION

*Authentic assessment* is assessment pertaining that what is being evaluated is all things happening in a natural manner and take place in a day-to-day context. This means that *authentic assessment* evaluates or reads the real students' competencies in relation to the reality of everyday life. Thus, the implementation of *authentic assessment* has a very close relation to competency. Furthermore, it can be stated that authentic assessment is an evaluation activity which requires that the learners present all the real learning tasks that reflect the application of their skills and competencies.

The evaluation of the competence or cognitive knowledge is an assessment carried out to measure the level of students' achievement encompassing knowledge, memorization, understanding, analysis, synthesis, and evaluation that is applied on the bases of cognitive realm. In other words, there is a number of ways to evaluate students' knowledge verbally and literally that may be applied in the teaching and learning of literary subjects.

The evaluation of learners' competence and skills is the assessment in the psychomotor realm implemented after somebody accepts the learning experience because this psychomotor aspect has a close relation to the achievement and competence. One of the very real ways to evaluate the psychomotor aspects is the implementation of the instrument of *authentic assessment* (Arikunto, 2008). In a practical and operational context, it can be stated that evaluation using authentic assessment is an evaluation of the results of learning that refers to the situation or real-world context. Such a kind of learning needs various type of approaches in solving the problem where authentic assessment has the capacity to monitor and measure learners' ability in various types of possibility in solving problem in the real-world context.

Next, the implementation of *authentic assessment* is said to be an activity that evaluates learners with the focus of attention is to what should be rated in a real manner real (Kunandar, 2014). From this perspective, it can be stated that *authentic assessment* is a set of packed tasks designed in a meaningful context for learner so that it is possible for them to be creative in

building connection between real experience with all the ideas he has learned. Therefore, it is possible to state that *authentic assessment* is a tool to measure the development of one's study, both the processes and the results of the study, which refers to the competencies possessed by the learners and based on the real-world contexts.

In its applicative process, authentic assessment focuses on the abilities of solving necessary problem, that is, the ability in the high order thinking (HOT) level and focuses on the stages of a more complex learning activities. It is factual that *authentic assessment* is rarely used in the evaluation activity because it is often categorized as evaluation based on performance (performance-based assessment). Due to its nature as performance-based a substantial need to conduct in-depth study about the application of *authentic assessment* on the literary subjects and its contribution to development of the learning devices of literary subjects.

Based on the previous short description about the essence of authentic assessment, it is decided that study is important to conduct with the focus on the analysis and description of the planning, implementation, and constraints that arise in the application of *authentic assessment* in the teaching and learning of literary subjects at higher education level. There are three main objectives of this study. The first objective is to analyze the planning development of the appropriate and applicable authentic assessments used in the teaching and learning activities of the literary subjects. The component of planning development of the *authentic assessment* is intended to describe its contribution as medium or tool for determining the quality of the teaching material for studying literature. Thus, is found that *authentic assessment* is an assessment device to form bridge between its application with the possibility of the appearance of various constraints in the implementation of the authentic assessment itself.

The second objective is to analyze the implementation stages and processes components of integrative *authentic assessment*. Since authentic assessment is an evaluation instrument to evaluate competence skills in a strong psychomotor realm in relation with the results of study achievement, then the stages of its application need to be studied in an in-dept manner. It is explained that there is a number of ways that can be used to evaluate learners' skills such as performance, practice, projects, products,

and portfolios. Therefore, it is found that the results of the analysis of the data indicate that there is a strong contribution to the teaching and learning of literary subjects.

The third objective is to analyze the constraints in the development and implementation *authentic assessment* in learning literary subjects. The preliminary research activities show that there is a number of matters in the implementation of authentic evaluation assessment which is less and not in accordance with the draft of authentic evaluation as stipulated in the regulations. This actually can raise constraints in the implementation of authentic evaluation. It is found that that the identified constraints can help formulate the development process and its implementation in teaching and activities, in particular the teaching and learning of the literary subjects at the higher education level.

### **Theoretical framework**

*Authentic assessment* aims to evaluate learners' ability or competence in the 'real-world' context. In other words, learners learn the method to apply their *skills* to the authentic tasks and projects. *Authentic assessment* does not stimulate learner to Study in a passive mode, however they are directed to focus on the development of creativity, analysis skills, ability to integrate all they are learning, and abilities to cooperate in a collaborative manner. *Authentic assessment* gives very wide range and room of motion to the learning process that leads to creation of a complete and comprehensive learning products.

In an applicative nuance, *authentic assessment* enables learners to do experiment, social research, writing stories and reports, read and interpret script or teaching materials, as well to solve mathematical problem which may be applied in the real world. That's why many learning and education practitioners do not feel comfortable with only applying a certain method of evaluation or traditional evaluation. This sort of practitioner tends to believe that learner must be prepared to own competence and skills for solving various problem in a comprehensive manner. It is also believed that learner must implement high order thinking skills as well as criticizing tests that do not measure their skills.

Next, when justifying the method of evaluating the teaching and learning of a subject, practitioners will agree that the ideal assessment

device is those that do not only evaluate learning course but the assessment devices that can teach and improvise their skills and understanding to the content of the subject. One fundamental aspect of assessment device is that the devices must be authentic.

A task called task authentic (*authentic assignment*) if the task is designed with the consideration of the tasks that demand the application of the principle of 'what is already studied must be applied to new situations'. Furthermore, *authentic assessment* is very useful because assessment like this demands learner to consider and determine as effective as possible the information and skills which are relevant with learning objectives as well as how the information and skills are used.

Wiggins (1998) explains that an evaluation device called authentic if it is realistic, demanding consideration and innovation, and demanding learners to demonstrate what he has learned. Next, assessment stimulates context where learner feel be in the work place, evaluating learner's ability to use his knowledge and skills in a effective and efficient manner. Furthermore, the evaluation device is authentic if the device enables learner to ponder repeat, practice, find resources, and get feedback to always repair their performance.

*Authentic assessment* has a number of superiorities compared to the conventional evaluation device in the sense that authentic assessment is considered more valid than the conventional ones, especially the ones related to the results or product demanding learning skills (high order thinking skills). Because the authentic evaluation device involves the principle of 'real world' tasks then it is often more preferred by students. *Authentic assessment* can also give more specific information about what has and has not already been successfully learned and mastered.

However, *Authentic assessment* possesses weakness in the case that an inclined teacher may need longer time and strong effort to develop and implement it, especially in the part of scoring. To overcome the difficulty of implementing this kind of evaluation, then there is a substantial need to develop the available rubric, design the competency frameworks and skills to be

evaluated. Here, it is necessary and it is a must that a special study on the planning, development, implementation, and the possible constraints that may appear in the application of authentic assessment in the teaching and learning of literary subjects at the tertiary level.

## METHODS

In attempt to analyze and describe the implementation of authentic assessment in this study, a project-based learning model is referred to. The application of this model or method is started with the review of the theories and theoretical concepts of the authentic assessment in a holistic and integrative ways. Such a theory explains that a study to the essence and development of *authentic assessment* prove that multifunctionality of this tool of evaluation may help to get the configuration of the evaluation process in an authentic manner.

Practically, the methodological basis of this study is qualitative in nature with the primary focus on the analysis of all phenomena related to the teaching and learning of literary subjects. The application of this qualitative approach is strengthened comprehensively through the implementation of the full consideration on the principles of authenticity and validity. This suggests that, firstly, authentic assessment must be in line with the authentic instructions in learning so that learning moves to the positive and unified direction with the context. Second, authentic assessment demands learner to display their mastery about the teaching and learning materials through their involvement in a significant, meaningful and efficient manner. This principle is applied in line with the instructions developed by Resnick (1987), Wiggins (1993) and Popham (2017). Third, authenticity is objective where learners' perception to what they learn becomes very important component for *authentic assessment* to strengthen the assessment itself.

By referring to three principles above, data analysis or the description of the qualitative phenomenon in this study are elaborated and explained following the following framework (adopted and modified from Resnick (1987: 46).

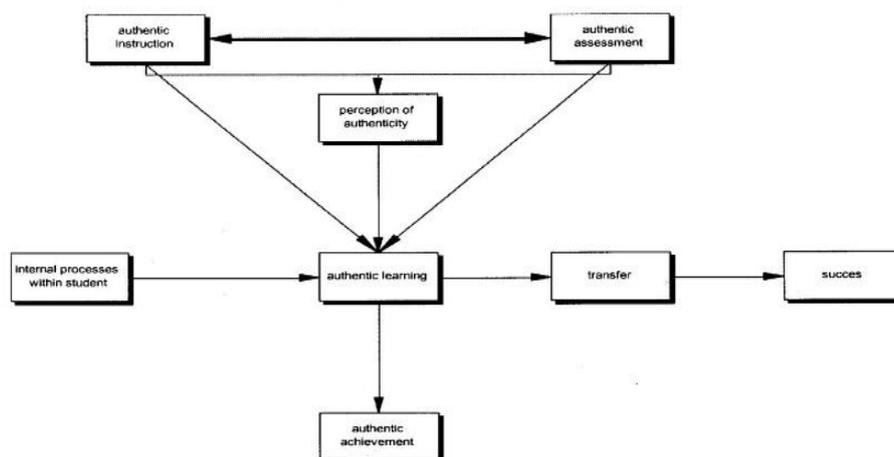


Figure 1. Framework

The application of this *authentic assessment* theory refers to the processes and procedures implemented by Timperley (2014) which are focused more on the process of identification and description of evaluation information for the development of professional learning.

Furthermore, by reviewing articles, books and references which are relevant to the topic of this study, the initial data in form of the design and instruments of *authentic assessment* are identified and structured. Such a kind of information beginning has been selected and compiled in such a way that the corpus of the data is organized well to ease the analysis.

The final stage of the analysis of the data of this study is describing every stage of authentic assessment as well as its role or contribution in building the principles of ‘assessment as learning.’ The results of analysis and description of the whole aspects and stages of implementing authentic assessment is presented as the draft of the report containing the development of the teaching and learning of literary subjects, starting from the planning, implementation and evaluation.

The whole research activities described above are equipped with socialization in the form of dissemination of research results. At this stage, the draft of the lesson plan that has been previously prepared are modified and completed so that it appears as a ready-to-use lesson plan that is applied for the teaching and learning of English Semantics and English Pragmatics. Improvement to this lesson plan must be carried out following the results of the improvement to

be followed up for the development of *Teaching Materials* for both subjects, including not only the methods of teaching but also the evaluation.

## RESULTS AND DISCUSSION

### Result

The Implementation of *authentic assessment* is found to be performed well because this sort of evaluation is customized with the planning stage, especially as it is stated in the Student Task Plan (RTM). The main points of assessment included in the RTM include (1) task objectives; (2) description of the tasks that include the objects of the task, the scope of the objects of the task, methods/ways of doing the task, references, and the description of the products of the tasks; and (3) assessment criteria.

Furthermore, the results of the analysis of the data obtained through interview and observation indicate that teachers indeed have already applied the principles of *authentic assessment* by way of starting their activities from planning aspects to the activity of assessment of the students’ learning achievement. The next finding suggests that planning carried out by the teachers (lecturers) does not cover all of the appropriate aspects that must be included in the planning stage, especially those related to the coverage or scope of the objects of the tasks that must be performed by the students. This means that what have been performed by the teachers (lecturers) is not in line with the principle of planning assessment developed and implemented by Kunandar (2013: 73) which states that evaluationplanning at the

very least covers the components that are assessed, the technique to be used, and indicators for the achievement of students' competence.

The results of the analysis of the data of this study also shows that teachers of the literature subjects have actually applied the principles of authentic assessment like determining indicators of the achievement of students' which is matched with the targeted competence, and it has been presented completely by using the operational verbs like identify, differentiate, summarizing, describing, and so on. These indicators form the basis for the implementation of evaluation. Therefore, in determining the indicators of the achievement of students' competence, the teachers (lecturers) are required to develop the students' competence in line with those are in the curriculum and Lesson Plan (RPS). After compiling the indicators for the achievement of students' competence, the lecturers furthermore determine the appropriate techniques and instruments that are applied in the authentic assessment of the literature subjects following the RPS/RTM including the assessment of observation, written tests, oral tests, assignments, performance, portfolio, and project assessment.

The results of the analysis of the data obtained from observation aspect indicate that the teachers (lecturers) get the results of the assessment of *attitude* by carrying out observation. This can be seen from the teachers' creativities to always design and implement the principles of the direct observation evaluation which generally contain the statements of *attitude* or *behavior* in accordance with the reality during the learning processes and activities.

In addition, the teachers (lecturers) are also found to apply evaluation based on written test and non-written test (oral). The written test is found to be held with by applying the Students Task Plan (RTM) with focus on formative model tests based on evaluation criteria and instruction scoring on each test item. Meanwhile, the formative test model is also applied to the assessment orally based on the coverage of assessment stated in the existing RTM which has already been designed well and effectively.

It is found, from the aspect of authentic assessment on the component of assignment, that it is only teachers of Prose subject who gives assignment in the form of a compilation of a complete drafting grid for writing story short (short stories). It is also found that in the

planning of an assessment in the form of an assignment, the lecturers determine the task that will be done, both individually or in a group. Besides, the lecturers also determine the deadline for completing and submitting the assignments, stages of the implementation of the assignments, and due-date of submissions in a unified form of a compilation of the students' well and neatly bound tasks.

In the evaluation of students' performance and portfolio, it is found that performance evaluation is directed to test students' ability student to convey what they have identified and classified as well as explained it in the context of their knowledge. The results of processing and analyzing the data show that performance assessment is covered completely by the lecturer of *Introduction to Literature* subject, for example, in the RTM that has prepared. The same procedure goes for portfolio-based assessment where the lecturer of *Poetry*, for example, uses this portfolio evaluation to evaluate general and specific skills mandated by the study program. In this matter, the lecturer of the subject is found to create an assessment format that includes identity evaluation as well as an assessment table that describes the results of the students' works.

The results of data analysis also show that almost all lecturers of literature subjects include product evaluation as one of the forms of the implementation of authentic evaluation (authentic assessment). This product evaluation is realized in the form of a table containing assessment identity, assessment aspects, assessment scores, and formulas which are used to determine students' marks. Furthermore, product assessment is implemented by the lecturers to record and rate students' specific skills through the expression of ideas, imagination and moral messages contained in each teaching and learning material of the literature subjects.

One of the very important components in the application of authentic evaluation (authentic assessment) is evaluation of the case-based and project-based learning. Since, the teaching and learning of the literature subjects is mostly based on the application of the case-based and project-based learning, then the evaluation is focused on the evaluation of the learning products (projects). Project-based evaluation is mandated to record and find out the level of understanding or knowledge, the ability to apply, the ability to

search and transform student's knowledge. In other words, the aspects being assessed, in this case, are management, relevance, and authenticity as well as the suitability of the behavior, knowledge and skills with the real world.

## Discussion

In essence, authentic evaluation (*authentic assessment*) is a form of evaluation which requires students to own competence to apply the teaching and learning theory and concept which may then be applied in the real world. This is in line with Majid (2014: 56) who interprets authentic evaluation as an effort to evaluate students' knowledge or skill educate in context of the real world or real life.

As it is outlined above, the results of this study which are obtained from the analysis of the data derived from the relevant document, observation and interviews confirm that all lecturers of the literature subjects have carried out authentic evaluation in their teaching and learning processes and activities, starting from the stages of planning, implementation and identification of the obstacles that arise in the teaching and learning of the literature subjects. The implementation of authentic evaluation has been done by applying a number of techniques at a time in every learning activity. The evaluation technique being implemented by the lecturers is adjusted to the students' competence. However, some of the findings above show that the implementation of authentic evaluation is still not yet maximum, especially in the context of evaluating the results of learning.

It needs to be confirmed that before executing and applying authentic evaluation in the teaching and learning processes and activities, the lecturers of literature subjects develop their understanding about this form of assessment. From lecturers' understanding about the concepts this authentic assessment, they then start to compile the planning stage. In the aspect planning, it is found that the lecturers prepare the Lesson Learning (RPS) and the Student Task Plan (RTM). It can be explained that the implementation of authentic evaluation is found to be customized with the assessment plan that has been prepared previously.

Based on the results of the analysis of the collected data through observation, it can be explained that all the lecturers of the literature subjects apply authentic evaluation with varying

stages. It can be explained then that the implementation of evaluation with planning evaluation is done by the teachers (lecturers) in different ways. The differences that emerge during planning and implementation or application of this authentic assessment happen because of the appearance of various constraints. Thus, the application of authentic evaluation in learning literature subjects can go well. This reality can be proven by the application of various models, techniques and assessment strategies which, in principle, has covered the evaluation of attitude, knowledge, and skills.

The application of authentic assessment in learning literary subjects, in this study, is not apart from various constraints. A number of matters in the implementation of authentic assessment are identified to have irrelevance with the principles of authentic evaluation. Constraint or obstacles that arise in this case include limitations of time. This seems to happen because the lecturers have so many task they have to handle at the same time of the authentic assessment must be applied. Due to the application of the authentic assessment covers various aspects of competency, then the lecturers are demanded to prepare various type of evaluation which are related to each competence. Every type of evaluation must own instruments which cover evaluation guidelines, criteria, and rubrics.

As an effective effort to overcome the constraint in the perspective of time, then the lecturers are found to do and make careful and thorough planning. The lecturers disclose that when the time for assessment is not sufficient, then lecturers and students make a deal to keep doing the assessment in the time and place where the lecturer and students can do evaluation in parallel. Thus, the lecturers can make a good assessment without ruling out other important works.

The application of authentic evaluation is also confronted with the constraint in the form of the difficulty of its application in evaluating *attitude*. This can be explained in that the lecturers experience constraints in the implementation of authentic evaluation when evaluating attitude which cannot be run effectively and maximally. In order to get the end mark of *attitude*, the lecturers experience constraint in the form of a quite long time with long enough stages. In other words, the lecturers need a quite long time for processing the end

mark because there are many types and techniques of assessment related to *attitude*.

One lecturer may find various different obstacles from the other lecturers, depending on the level of understanding and techniques of the implementation of authentic evaluation itself. The teaching and learning processes that require student to be active have been performed well, but the implementation of the authentic evaluation in an active manner is not yet applied maximally. For overcoming such an obstacle requires certain efforts made by the lecturers or institution. The results of the study, as they are presented above, suggest that there must be substantial attempts from the lecturers and their institution to overcome such a kind of obstacles such as establishing commitment and agreement about the aspects and components of authentic evaluation.

*Authentic assessment* has many aspects which must be considered before its application in learning. A number of actions the lecturers must perform among other thing is that they have to make careful and effective planning. For example, at the implementation stage, the lecturers of the subjects must apply an evaluation that encloses three components at the same time, that is, attitude, knowledge, and skills. Therefore, because of so many components that must be prepared, then the implementation stage must be based on an in-depth initial study to its various aspects.

It can be explained here that authentic assessment, which involve many techniques and types, may raise hassles which then become constraints in its implementation. It is recommended that efforts to overcome the constraints mentioned above, the lecturers required to improve the quality of their understanding about the concepts and theories of authentic assessment. Education institutions are also demanded to do various efforts to overcome the difficulties of the implementation of authentic assessment by way of providing a sort of application which has already been programmed in such a way to comply with the objectives of applying authentic assessment, and that it is in accordance with the demands and the real world.

## CONCLUSION

The research findings and the discussion about the implementation of authentic assessment in the teaching and learning of the

literary subjects suggest that authentic evaluation for the literary subjects is started with the activity of planning stated in a Lesson Plan (RPS) and Student Task Plan (RTM). Special in the case of planning is that the lecturers base their assessment activity by referring to the RTM that loads the relevant evaluation aspects like indicators for the achievement of competence, assessment grids and rubrics as well as the guidelines for scoring and marking.

Techniques and instruments of authentic evaluation being applied by the lecturers in carrying out the teaching and learning of literary subjects covers observation, written test, oral test, assignment, learning product, project, performance, and portfolio. The application of the authentic assessment runs well although there are still principal differences between planning and its implementation. This is evident in the sense that the technique and type of assessment used by the lecturers in the teaching and learning activities of literary subjects are slightly different from the ones stated in RPS/RTM . Meanwhile, the hindrances or constraints found in the implementation of authentic assessment are mostly identified in the form of limitations of time, difficulties in applying authentic evaluation, especially in scoring and marking one of the aspects of competence, that is, *attitude*.

To help lecturers to make it easy to apply authentic assessment, then it is recommended that they actively increase their knowledge and understanding about this particular type of assessment that requires the close association with the real world. This can be done through intensive initiatives from the institution to conduct special workshops about the grading system in higher education institution. In addition, the institution is also recommended that it initiates the achievement of productive and scientific evaluation, especially those are related to the weaknesses and strengths of various currently developing assessment methods and techniques, and more particularly the ones associated with the world of business and industry (DUDI).

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